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# CHAMBERSBURG ACADEMY,

(INCORPORATED 1797)

1873-4.

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# CATALOGUE

OF THE

## OFFICERS AND STUDENTS

OF

# CHAMBERSBURG ACADEMY,

For the Year ending,

## JUNE 23rd, 1874.

A wise son maketh a glad father.—Proverbs.

Es ist immer gut etwas zu wissen.—Goethe.

CHAMBERSBURG, PA.:
VALLEY SPIRIT OFFICE.
1874.

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# Catalogue of Students.

SCHOLASTIC YEAR—1873-4.

| NAMES. | RESIDENCES. |
|---|---|
| A. Dwight Archibald, | Chambersburg. |
| John S. Atlee, | Lancaster. |
| Hervey W. Beymer, ✶ | Pittsburgh. |
| Jacob Bowman, | Chambersburg. |
| Henry C. Brubaker, | New Holland. |
| Benjamin C. Bryan, | Vincentown, N. J. |
| Charles H. Budd, | Chambersburg. |
| Oliver Chambers, | " |
| D. Elliott Clark, | " |
| Clifford E. Clark, | Milford, Conn. |
| A. Cathcart Coble, | Carlisle. |
| J. Cuthbert Coble, | " |
| A. Bruce Coffroth, | Somerset. |
| George M. Cote, | Pittsburgh. |
| Harry P. Craig, | Chambersburg. |
| James Culbertson, | " |
| Abram J. Demarest, ✶ | Cresskill, N. J. |
| William C. Dice, | Scotland. |
| John R. Dickson, ✶ | Hunterstown. |
| William C. Downey, | Fayettville. |
| William A. Duncan, | Chambersburg. |
| Merwin J. Eckels, † | New Kingston. |

| | |
|---|---|
| James Elder, | Chambersburg. |
| Samuel B. Elliott, | Fayetteville. |
| L. Bert Eyster, | Chambersburg. |
| Wallace H. Falls, | New Castle. |
| David I. Field, | Lexington, Ky. |
| Frank M. Fuller, | Uniontown. |
| Smith Fuller, | " |
| Louis M. Gray, | Pittsburgh. |
| Wilbur E. Guthrie, | Chambersburg. |
| Frank R. Hartman, | Springfield Furnace |
| George J. Hartzell, | Fayetteville. |
| Philip O. Hawbecker, | Chambersburg. |
| Andrew J. Heintzelman, | Fayetteville. |
| D. Coyle Herr, | Harrisburg. |
| ~~Ephraim~~ Edward W. Hiteshew, | Chambersburg. |
| George M. Hoke, | " |
| Howard Hoke, | " |
| Henry M. Houser, | New Holland. |
| John Hutton, | Chambersburg. |
| Samuel M. Johnston, | Connellsville. |
| Thomas F. Johnston, | Hollidaysburg. |
| John Kennedy, | Chambersburg. |
| Maury C. Kennedy, | " |
| James S. Kennedy, | " |
| Daniel H. Kunkel, | Harrisburg. |
| Landis Levan, | Lancaster. |
| D. M'Kinney Lloyd, | Pittsburgh. |
| Harry Lloyd, | " |
| Benjamin McCall, | Chambersburg. |
| Robert McDonald, | Barton, Md. |
| George McDowell, | Chambersburg. |

| | |
|---|---|
| Chambers McKibbin, | Chambersburg. |
| Will M'Lellan, | " |
| T. Holmes Miller, | Pittsburgh. |
| Samuel H. Miller, * | Beatty. |
| John B. Miller, | New Holland. |
| William A. Moore, | Chambersburg. |
| William C. Myers, | " |
| Daniel W. Nead, + | " |
| William Nixon, | " |
| Charles W. Northrop, | " |
| John T. Penney, | McKeesport. |
| James B. Raby, | Quincy. |
| J. Covode Reed, | Lockport. |
| Frederic A. Roland, | New Holland. |
| William S. Roland, | " |
| Alexander K. Scott, | Pittsburgh. |
| Charles D. Scully, ‡ | " |
| John L. Shields, | Chambersburg. |
| John C. Shumaker, * | " |
| Samuel R. Shumaker, * | " |
| Fred. H. Shumaker, | " |
| George Wm. Sowers, | " |
| Price Speer, | " |
| Frederic Suesserott, * | " |
| John F. Tritle, | " |
| D. Rogers Torrence, | Connellsville. |
| Charles Wilcox, | Pittsburgh. |
| Theodore Wood, | Chambersburg. |

‡ Salutatory
+ Valedictory
* Speakers
o Executive Com.

# Chambersburg Academy, Pa.

This school is situated in the Borough of Chambersburg, fifty-two miles from Harrisburg; twenty miles from Hagerstown, Md., and thirty-nine miles from Martinsburg, West Virginia. The town is confessedly one of the most beautiful in the State; and is justly famed for the intelligence, morality and refined social culture of its citizens. In point of healthfulness, the location possesses unusual attractions.

The Academy buildings are situated on an eminence commanding a view of the town and of the surrounding country, with the North, South and Blue Mountains in the distance.

Three daily passenger trains each way make close connection with the railroads centering at Harrisburg; also, with the Western Maryland, and Weverton Branch Railroads at Hagerstown, and with the Baltimore and Ohio at Martinsburg.

☞Boys on the line of the Cumberland Valley, Mont Alto and South Penn'a Railroads can come from home by the morning and return by the evening trains. School tickets will be issued to them at *half* rates.

## Brief History.

Few schools in the State are older, and few have done a more important work. One President of the United States, and a number of men eminent in the learned professions received their early training here. Owing to the destruction of the archives, many interesting facts are irrecoverably lost. The following, obtained from collateral sources of information, may prove interesting.

About the year 1796, Captain Benjamin Chambers set apart two lots in the plan of the town and donated them for educational purposes. On the 23rd of August, 1797, a Charter was obtained from the State, and the same year Chambersburg Academy was opened under James Ross, author of "Ross's Latin Grammar," as Head Master.

Rev. David Denny, Pastor of the Falling Spring Presbyterian Church for thirty-eight years, in addition to his ministerial labors, had charge of the Academy from 1800 to 1826.

Rev. D. V. McLean, afterwards President of La Fayette College, was his suceessor.

Rev. Dr. Crawford had charge of the Classical Department for several years, until the winter of 1830, when he was called to a chair in the University of Pennsylvania.

Rev. James F. Kennedy, D. D., was Principal from 1850 to 1855.

The intervals were occupied by Messrs. John Davis, Van Lear Davis, Rev. Gracy and others, but the dates of their connection cannot now be ascertained.

The Building, Archives, Library, Philosophical, Chemical and Astronomical apparatus, were all destroyed by the great fire of 1864.

A new Building was completed in 1868, and school opened under the present Principal in September of the same year. In 1871, an additional building was erected to meet the growing wants of the school. There are now ample accommodations for thirty-six boarding pupils, besides seventy-five pupils coming from their own homes. A large school-room elegantly lighted, warmed and furnished; and three class rooms, afford every needed facility for successful instruction.

## Arrangements for Comfort, Health, Study, &c.

Boarding pupils occupy one set of rooms during the day, and another at night. The study rooms, designed for four pupils, are furnished with everything necessary for comfort, and quiet study. Teachers have charge of this building during hours of study and of recreation.

The Sleeping Chambers are well ventilated, warmed by furnaces, furnished with carpet, comfortable beds, chairs, washstand, toilet set and dressing bureau; and are kept in order by servants. The smaller rooms are occupied by two boys; the larger, by four. All these rooms are in the building occupied by the Prineipal and his family.

The Table is supplied with an abundance of healthy, nutritious food, carefully selected from a well stored market, or brought fresh from the country by special arrangement.

In the general scheme for the day, eight hours are allotted to study and recitation; eight, to recreation, and eight, to rest. By this arrangement, boys are neither overworked nor suffered to waste their time in idleness. Saturday is given as a holiday, except to those who are required to make up deficiencies at that time. Legal holidays are subject to the same conditions. The last Friday afternoon of each month is also allowed, provided the conduct and studiousness of pupils has been such as to merit special favor.

Pupils whose habits of study are imperfectly formed, pursue their studies in the main school-room under the eye of a teacher. Those whose recitations and deportment are satisfactory, have the privilege of preparing lessons in their own rooms. Disorderly conduct, or neglect of duty, forfeits this privilege.

## The Course of Study

Is designed to afford young men the very best advantages for securing such intellectual culture as may fit them properly for College, for various business pursuits, for teaching, or for the study of a profession, if a collegiate course is not attainable. Young men whose time is limited, and, those deficient in some studies whilst unduly advanced in others, can select the studies most necessary to fit them for the end they have in view.

The "Common branches," as they are often called, are, in our judgment, the ESSENTIALS of a good education. A fair knowledge of these will be insisted upon before the more advanced studies are undertaken. Nothing is gained by attempting the impossible.

The frog in the fable was no doubt a very nice frog, but, even if he had succeeded in swelling himself to the dimensions of the ox, it is still doubtful whether he would have commanded a premium at a first-class cattle show. He was well-meaning too, and he did his best, but that did not save him from being handed down as a conspicuous illustration of misdirected energy.

From all similar attempts intellectually, we propose to save pupils by directing their attention to such studies as they are prepared to pursue with profit to themselves, rather than to such as they may possibly fancy they would like to have. Age, capacity, previous training and probable future wants being taken into account, and a course of study being adjusted accordingly, they will find us ever willing and ready to furnish all needful assistance and encouragement.

The following

# Text Books

are used,

| | |
|---|---|
| Spelling and Defining, | Town. |
| Reading, | Osgood. McGuffey. |
| Elocution, | Kidd. |
| Voice and Action, | Frobisher. |
| Geography and Atlas, | Mitchell. |
| Biblical Geography, | Coleman. |
| Penmanship, | Payson, Dunton and Scribner. |
| Book-keeping by Single and by Double Entry, | Crittenden. Duff. |
| English Grammar, | Smith. Parker. |
| " Literature, | Shaw. |
| " Composition, | Quackenbos' 1st lessons. Boyd |
| Parsing Exercises and Prosody, | Tennyson. |
| Study of Words, | Trench. |
| Science of Language, | Whitney. |
| History of the United States, | Anderson. |
| " " England, France, Greece, | Goodrich. |
| " " Rome, | Liddell. Arnold. |
| " Ancient and Modern, | Willson's Outlines. |
| Constitution of the United States, | Sheppard. |
| Political Economy, | Wayland. |
| Theory and Practice of Teaching, | Page. Ogden. Holbrook. |
| School Economy, Government, &c., | Wickersham. |

## NATURAL SCIENCE.

| | |
|---|---|
| Physical Geography, | Mitchell. Maury. |
| Natural Philosophy, | Quackenbos. |
| Chemistry, | Youman's New. |
| Geology, | Dana. Tenney. |
| Mineralogy, | Dana. |
| Natural History of Animals, | Tenney. |
| Anatomy, Physiology and Hygiene, | Cutter. |

## MATHEMATICS.

| | |
|---|---|
| Arithmetic (Mental), | Brooks, (new.) |
| " (Written), | Felter. Quackenbos. |
| " (Higher), | Robinson. |
| Algebra, | Robinson. |
| Geometry, | Loomis. Playfair's Euclid. |
| Trigonometry, | Loomis. |
| Mensuration, | Bonnycastle. |
| Surveying, | Gummere. |
| Analytical Geometry, | Loomis. |
| Engineering, | Henck. Trautwine. |

☞ Pupils in Surveying and Engineering have field practice with Transit, &c.

## LANGUAGES—ANCIENT AND MODERN.

A.—LATIN:—

| | |
|---|---|
| Grammar and Reader, | Harkness. |
| Cæsar, | Hanson. |
| Sallust, | Anthon. |
| Virgil, | Cooper. |
| Ovid, | Schmitz & Zumpt. |
| Cicero's Orations, | Hanson. |
| Livy, | Lincoln. |
| Horace, | Anthon. |
| Tusculan Disputations, | Chase. |
| Tacitus, Agricola and Germania, | Tyler. |
| Cicero de Officiis, | Thacher. |
| Latin Prose Composition, | Arnold. |

B.—GREEK:—

| | |
|---|---|
| Harkness' 1st Greek Book. | |
| Grammar, | Crosby. Kuhner. |
| Reader, | Anthon. |
| Anabasis, | Boise's first three books. |
| Cyropædia, | Owen. |
| Greek Testament, | Hahn. |
| Herodotus, | Johnston. |
| Memorabilia, | Anthon. |
| Homer's Iliad, | Owen. Anthon. |
| " Odyssey, | Owen. |
| Demosthenes, | Champlin. |
| Greek Prose Composition, | Arnold. |

C.—GERMAN:—

| | |
|---|---|
| Comfort's German Course. | |
| Testament. | |
| Wilhelm Tell, | Schiller. |
| Thirty Years' War, | Schiller. |
| Faust, | Goethe. |

D.—FRENCH:—

| | |
|---|---|
| Grammar, | Otto. |
| Charles XII, | Voltaire. |
| Piccioli, | De Saintaine. |
| Dramatic Works, | Corneille. Racine. |

Text books are used as furnishing the readiest material for thought. Definitions, rules and principles are required to be carefully committed, and always correctly stated, because in them lies the essence of any given subject. Without these, progress is at best slow and painful.

A pupil disinclined to study may flatter himself that crude and rambling statements of his own are just as good as those of the book, but the sooner he is cured of such a delusion the better.

The authors of standard works may reasonably be supposed to have weighed their words; and whilst we are not the advocates of a slavish adherence to any one book, yet we respectfully submit that young gentlemen of unfinished education do not often hit upon valuable emendations of works submitted to them for study. Better it is to have the exact sense always, and the precise words whenever they are full of meaning. Accurate knowledge is the only kind worth having. Habits of inexactness are sure to plague the inventor in after life as well as at school.

## Recitations

Have a two-fold object; (1) To ascertain what amount of preparation has been devoted to the lesson by the pupil—*what* he has thought about it—and *how;* (2) To give such explanations, illustrations and suggestions as may be necessary to a clear understanding of the subject under consideration.

The Teacher's main business is to put *Life* into the dry words and facts of the text book—to make them a quickening power in the mind of the pupil. The better the teacher the more radiant with beauty will these living forms become. Here, if any where, the touch of a master's hand will show itself.

## General Administration.

The School in all its appointments is under the personal care and supervision of the Principal. He is assisted by teachers of tried experience in every department. All the employees of the establishment are selected with special reference to the position they are to fill.

The following aims are kept steadily in view:

1. To take good care of boys.
2. To teach them how to study successfully.
3. To give each pupil such training as may be adapted to his needs and capacity.
4. To assist him in forming a strong, manly character.

Whatever tends to secure these results is to be cultivated and practised; whatever is at variance with them can receive neither favor nor encouragement.

# The Formation of Character

Constitutes an essential element in the training of youth. It cannot safely be left to chance, nor to the uncertain influences which boys of immature judgment exercise upon each other.

According to Paley, "Man is a bundle of habits." The philosopher might have added, *A boy is a bundle of impulses*, forming habits which in the end constitute character. How to restrain wrong impulses—how to develop and strengthen right ones—in such a manner that the boy growing into manhood shall of his own accord wisely choose, and freely practice what is right and good—that is the problem presented with ever varying conditions to parents and to teachers.

There is one system of school government which assumes that boys cannot be trusted. It arranges therefore to have them by day and by night under the eye of a teacher. Force on the one hand and Fear on the other, like grim giants, push unwilling feet along the prescribed pathway. Punishment with uplifted hand stands ever ready to smite the transgressor.

And there are boys so ungovernable at home, so incapable of self control anywhere, that they need the sharp and painful discipline of such a system as this to bring them to their senses. If it does not make them better, it has the merit at least of restraining them from doing harm.

There is another system more in accordance with the spirit of American Institutions. It never forgets that the boys of this generation are to be the men of the next. They are not to be the military machines of an old world Monarchy, nor the lawless mobs of a new world Republic. They are to be *free men*, capable of governing themselves, and fitted to take an intelligent part in the government of others. In order to this, they should as boys learn to be happy and free, not by doing as they please, but *in obedience to law.*

This system seeks to cultivate a manly, instead of a servile spirit. It sees no reason why a boy who has been loved and trusted at home should immediately on entering school become an object of coldness and suspicion. It trusts him therefore until by his own conduct he shows himself unworthy of confidence.

It exercises parental care and watchfulness, and uses all reasonable precautions to keep boys out of harm's way. It insists upon the daily practice of that high self-control, without which true manliness is impossible. Equally removed from easy going indifference and from tyrannical harshness, it lacks at the same time neither nerve nor power to deal with offences as they deserve. Whilst it makes due allowance for youthful indiscretion and folly, it will not tolerate deliberate disobedience nor deliberate wickedness. When appeals to heart, and conscience, and common sense alike fail, it does not hesitate to use punishment adapted to the age and character of the offender, as well as proportionate to the magnitude of the offence.

Experience has shown this system to be best for us and for those with whom we have to do.

Occasionally we have had a youth who through folly, or wickedness, or through a mistaken estimate of our forbearance, has tried to make himself happy by abusing the confidence put in his honor, or by disregarding the restrictions considered necessary for his good, and yet he was not happy. After playing a brief part, he has either adopted a new character, or made an inglorious exit. Nature has not endowed us with the faculty of being either conveniently blind, or serenely indifferent.

As a last resort before dismissing the offender, we have sometimes used the rod, and found it salutary. Possibly, under similar circumstances, we may feel called to use it in future, but we much prefer to have pupils whose case will not demand such educational appliances.

Boys possessing good common sense rarely if ever need chastisement. If the sons of folly have had a judicious supply of it at home, they will not be likely to need a fresh supply at school.

In a late publication there is a print of an old soldier in front of his cabin with his trusty musket at shoulder, "Standing Guard over Himself." That conveys our idea of the best school discipline. It consists in teaching a boy to *stand guard over himself*, whilst all his forces of body, soul and spirit, are being so drilled and disciplined that they will readily do his bidding in the battle of life, and bring him off victorious when the conflict is decided.

## Religious Culture.

Reading of Scripture and Prayer constitute the opening exercises of school every morning. Boarders attend family worship morning and evening. They also attend Church, and recite a Bible lesson on Sabbath. Parents will please designate at the opening of the session what church they prefer their sons to attend, in order that sittings may be secured for them. Unless such preference is expressed, pupils will be expected to attend church with the Principal and family—Presbyterian. Pupils will not be allowed to wander about on the Sabbath, nor to spend the day without regular attendance at some place of worship.

The school is not conducted in the interest of any denomination, but it is intended to be decidedly Christian in all its influence and teachings. We accept the Bible as the ultimate standard of right and wrong in human conduct; and in these days of moral obliquity among men, we feel that its great truths cannot be too deeply impressed upon the minds of the young. A portion of the Sabbath lesson is required to be committed and recited, after which the teacher adds such remarks as may be deemed most appropriate. Discussion of nice theological points is avoided as not lying within our sphere. How shall a young man make his life purer, happier day by day? Is his course *now* upward or downward? *What* shall he be, and *where*, as the everlasting ages roll on? These and kindred questions possess a solemn personal interest, in presence of which discussion of controversional points may well be set aside.

So important do we consider this exercise that no one under our immediate care will be excused from regular attendance.

## Literary Exercises---Library---Cabinets.

Composition is taught by means of text-books. Pupils are not called upon for written compositions until they have had opportunity to learn the leading principles of the art. A portion of each week is devoted to Elocution. This exercise is conducted according to the methods of the best elocutionists.

Pupils also have opportunities of hearing some of the most distinguished lecturers of the country. During the past few years we have had Gough, Sumner, Douglass, Willits, "Nasby," McClure, Dougherty, Parton, Anna Dickinson, Lilian Edgarton, Murdock, De Cordova, Diehl, Guard and McCabe.

The nucleus of a Library, and of Mineralogical and Geological Cabinets has been formed. Donations of Books, or specimens will be greatfully acknowledged.

# Calendar for 1874-5.

FALL SESSION—will open Tuesday, September 1, 1874.
" " " close Friday, December, 18, 1874.

WINTER SESSION—will open Tuesday, January 5, 1875.
" " " close Friday, March 26, 1875.

SPRING SESSION—will open Thursday, April 1, 1875.
" " " close Wednesday, June 23, 1875.

Reviews monthly. Examinations the last two days of each session. Public Examinations, or Exhibition, at the end of the year. Reviews and examinations are not for the purpose of display, but to give the pupil a connected view of the subject and to impress it more permanently on his mind.

Parents are earnestly requested to have their sons present at the opening of the session, and not to excuse them before the close, except for the most urgent reasons.

☞Special thanks are due to our friends during the past year for their kind compliance with this request.

# Expenses, Terms, &c.

For Boarding and Furnished Rooms, Tuition in Latin, Greek and in all the English, Mathematical, and Scientific branches taught in the Academy, Light, Fuel, Washing, (not more than twelve pieces weekly) Plain Drawing Lessons, sitting in Church and Incidentals, for the scholastic year as above, **$300**, payable as follows: One fourth on entering, and the balance in three equal instalments, falling due respectively, on the 9th of November, 1874; 1st of February, 1875; and 14th of April, 1875.

A deduction from the above for two boys from the same family.

Pupils entering for less than the full year will be charged for Fall Session, $125.; Winter Session, $95.; and Spring Session, $90.

Tuition of Day Pupils, $40. to $60. a year, payable by the Session in advance. A limited number of small boys received into the Primary Department at the lowest rates.

French, German, Music and Mechanical Drawing at Professors' prices.

☞Pupils from a distance are required to board with the Principal, unless placed under the care of friends who will be responsible for their movements out of school hours.

## Specialties.

No pupil will be received for less than a session. No deduction for lost time, except in cases of protracted sickness. Pupils entering more than two weeks after the opening of a term charged only from date of entrance. Damages to buildings or furniture will be repaired at the expense of the authors. If these cannot be discovered, an assessment will be laid upon the school. A special deposit of $5. required of boys who exhibit destructive tastes. Whatever part may not be needed to cover damages, will be refunded. Idle boys receive *extra lessons without extra pay.*

No pupil excused from examination without a written request from parent or guardian.

Reports of scholarship, deportment, studiousness and punctuality, sent home at the end of every session; special reports when the case demands.

## Outfit, Pocket Money.

Boarders furnish their own napkin rings, towels, lamps, brushes and toilet articles—also a blanket in Winter. They should come provided with overshoes, umbrella, and a supply of substantial clothing. Articles to be washed must bear the *owner's full name.* Books and Stationary can be had at the usual retail prices.

Pupils will be furnished with pocket money and clothing only when funds are supplied for that purpose. Running into debt is regarded as a serious offence against the laws of the school. Extravagant expenditures add neither to a boy's respectability, nor to his happiness. The best students do not spend money foolishly. The least desirable members of a school are invariably those who squander money most recklessly. Their pleasure seeking not only interferes with patient study but unfits them for it, besides leading them into scenes and companionships of questionable propriety.

How much money a boy shall have can best be settled by his parents. Should it become evident to us that he is flinging away character as well as money, they will be notified of the fact. Whenever a boy's letters home become clamorous for money without stating distinctly how it is to be expended, or when he hesitates to state in detail how the last remittance was disposed of, parents may begin to entertain serious apprehensions.

For innocent pleasures, and for the cultivation of true generosity, we would give boys a liberal allowance, but for vicious indulgences nothing whatever.

# General Observations.

In the preceding pages, the Principal of this school has endeavored to present an outline of his views respecting the proper training of youth, and to indicate his method of carrying out those views.

He has had under his care and instruction since 1850 nearly 3,000 boys and young men. Of this number more than 200 have been fitted for, and admitted to full standing in the following Colleges and Universities: Amherst, Harvard, Yale, Williams, Union, Rutgers, Princeton, La Fayette, Delaware, Franklin and Marshall, Pennsylvania, Dickinson, Jefferson, Washington, Pa., Washington, Va., Westminster, Allegheny, and University of Michigan. Fifty of these pupils are now in the Christian ministry—others are preparing—and many more are benefiting and blessing the world in their various callings.

As a father, the Principal knows something of the fond hopes and trembling anxieties that cluster around the children of the household. He believes that every right minded parent in sending his son to school desires to see him fitted for a useful, happy manhood. He can not therefore calmly contemplate the spectacle of a son disappointing the dearest hopes of his parents by madly flinging away the brightest possibilities of his own future, nor can he consent that a pure boy shall be debased by daily intercourse with vicious associates. For that reason he respectfully yet firmly declines to receive as members of his household any who are so hardened in evil courses as to alarm the fears of their best friends. His position and his duty alike forbid that restless and turbulent spirits should be allowed to usurp authority, or to stamp their bad impress on the school. As an Asylum for the treatment and cure of boys destitute of Common Sense, or devoid of decency, this Institution holds out no inducements. It is not intended for such characters. It is intended to be as far as possible a well ordered home, where boys and young men, who feel an honest pride in maintaining a good character, shall have abundant opportunity to bestow loving labor upon their daily tasks, and to enjoy innocent pleasures, without being molested or interfered with by noisy, profane, or quarrelsome fellows. Idleness, mischief, and lawlessness will not be tolerated. "School tricks" of every grade indicate a low moral tone. To practice them is "neither brave, polite, nor wise"—*nor safe.*

It is not professed nor promised to shield boys against all temptations—that were impossible—but it is proposed in good faith to employ such checks and restraints that no one can go far astray except as he himself deliberately puts himself into the ways of evil. Should any pupil persist in disregarding these restaints, or breaking over them; his connection with the school must cease. Whether he shall be privately removed, or publicly dismissed, will be determined by the nature of his offences.

It is of far more consequence to have the moral atmosphere of the school pure, than to have all the rooms filled with students.

A teachable, obedient spirit; high regard for truth and honesty; purity of "heart, speech and behavior;" and, a proper respect for the courtesies of life, are considered indispensable to those who wish to retain membership in this school.

Boys and young men disposed to cultivate these virtues and graces are always welcome. They will be well cared for, kindly treated, and in every way made as happy as possible. It will be the pleasure of the Principal and of those associated with him to do all that kindness, care, and conscientious fidelity can do towards fitting them for the duties, activities, and enjoyments of a pure, healthy, happy manhood.

Parents are cordially invited to visit the school.

All communications addressed to the Principal will receive prompt attention.

# Chambersburg Academy,

(INCORPORATED 1797.)

1874=5.

# CATALOGUE

OF THE

# OFFICERS AND STUDENTS

OF

# CHAMBERSBURG ACADEMY,

For the Year Ending

## JUNE 23d, 1875.

"Good instruction is better than riches."—Wm. Penn.

CHAMBERSBURG, PA.:
REPOSITORY PRINTER.
1875.

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JOHN COLHOON, "
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*French—German—Piano—Organ.*

C. HUNTING,

*Music—Pencil and Crayon Drawing.*

# Catalogue of Students.

SCHOLASTIC YEAR—1874–5.

| NAMES. | RESIDENCES. |
|---|---|
| Robert G. Armstrong, | Chambersburg. |
| John S. Atlee, | Lancaster. |
| Charles E. Ball, | Lock Haven. |
| Frank Beardsley, | " |
| George H. Beymer, | Pittsburgh. |
| James E. Bishop, | Chambersburg. |
| Jacob L. Bowman, | " |
| John W. Brandt, | Clear Spring. |
| John E. Brubaker, | New Holland. |
| Oliver B. Brubaker, | " |
| Harvey M. Buch, | Landisville. |
| J. Kent Carskaddon, | Lock Haven. |
| Oliver Chambers, | Chambersburg. |
| D. Elliott Clark, | " |
| J. Cuthbert Coble, | Carlisle. |
| Harry C. Cook, | Lock Haven. |
| George M. Cote, | Pittsburgh. |
| J. Harry Covode, | Chambersburg. |
| Harry P. Craig, | " |
| Clark R. Craig, | " |
| Edward D. Cree, | Meadville. |
| Loren A. Culp, | Chambersburg. |

| | |
|---|---|
| John H. Dick, | Clear Spring. |
| William M. Denniston, | Hollidaysburg. |
| William L. Dewart, | Sunbury. |
| William C. Dice, | Scotland. |
| William A. Downey, | Fayetteville. |
| Hugh D. Downey, | " |
| William A. Duncan, | Chambersburg. |
| Samuel B. Elliott, | Fayetteville. |
| L. Bert Eyster, | Chambersburg. |
| Edward Fennel, | " |
| Frank Fisher, | " |
| Harry Fisher, | " |
| George M. Griffith, | " |
| George H. Halberstadt, | Pottsville. |
| Benjamin B. Hamlin, | Chambersburg. |
| George J. Hartzell, | Fayetteville. |
| Andrew J. Heintzelman, | " |
| D. Coyle Herr, | Harrisburg. |
| Edward W. Hiteshew, | Chambersburg. |
| George M. Hoke, | " |
| Thomas F. Johnston, | Hollidaysburg. |
| Isaac D. Kreamer, | Millheim. |
| John Kennedy, | Chambersburg. |
| Maury Kennedy, | " |
| James S. Kennedy, | " |
| Parker Kimmell, | Somerset. |
| George M. Lemaster, | Chambersburg. |
| Landis Levan, | Lancaster. |
| Harry Lloyd, | Pittsburgh. |
| John Lloyd, | " |
| Edward Ludwig, | Chambersburg. |
| Robert M'Donald, | Barton, Md. |

| | |
|---|---|
| George M'Dowell, | Chambersburg. |
| David B. M'Kibbin, | " |
| William M'Lellan, | " |
| Daniel W. Nead, | " |
| William G. Nixon, | " |
| William P. Oyler, | " |
| Rembrandt R. Peale, | Lock Haven. |
| John T. Penney, | M'Keesport. |
| A. Nevin Pomeroy, | Chambersburg. |
| J. Covode Reed, | Lockport. |
| Frederick A. Roland, | New Holland. |
| William S. Roland, | " |
| Alexander K. Scott, | Pittsburgh. |
| John C. Shaeffer, | Lancaster. |
| Abraham H. Shetter, | Scotland. |
| John L. Shields, | Chambersburg. |
| James B. Shively, | Fayetteville. |
| Fred H. Shumaker, | Chambersburg. |
| Alvey P. Spesard, | Marion. |
| Harry Stoner, | Berlin. |
| Fred Suesserott, | Chambersburg. |
| William S. Trexler, | Long Swamp. |
| John A. Ward, | Chambersburg. |
| William S. Wallace, | Newark, Ohio. |
| Valentine W. Weaver, Jr., | Mountain Creek. |
| William H. Watt, | Pittsburgh. |
| James K. Zug, | Chambersburg. |

# Chambersburg Academy, Pa.

This school for Boys and Young Men is situated in the Borough of Chambersburg, fifty-two miles from Harrisburg; twenty miles from Hagerstown, Md.; and thirty-nine miles from Martinsburg, Virginia. The town is confessedly one of the most beautiful in the State, and is justly famed for the intelligence, morality and refined social culture of its citizens. In point of healthfulness, the location possesses unusual attractions.

The Academy buildings are situated on an eminence commanding a view of the town and of the surrounding country, with the North, South and Blue Mountains in the distance.

Three daily passenger trains each way make close connection with the railroads centering at Harrisburg; also, with the Western Maryland, and Weverton Branch railroads at Hagerstown, and with the Baltimore and Ohio at Martinsburg.

☞Boys on the line of the Cumberland Valley, Mont Alto, and South Penn'a Railroads can come from home by the morning, and return by the evening train. School tickets are issued to them at *half* rates.

## Brief History.

Few schools in the State are older, and few have done a more important educational work.

About the year 1796, Captain Benjamin Chambers set apart two lots in the plan of the town, and donated them for educational purposes. On the 22d of August, 1797, a Charter was obtained from the State, and the same year Chambersburg Academy was opened under James Ross, author of "Ross's Latin Grammar," as Head Master.

Rev. David Denny, Pastor of the Falling Spring Presbyterian Church, for thirty-eight years, in addition to his ministerial labors, had charge of the Academy from 1800 to 1826.

Rev. D. V. M'Lean, afterwards President of La Fayette College, was his successor.

Rev. Dr. Crawford had charge of the Classical Department for several years, until the winter of 1830, when he was called to a chair in the University of Pennsylvania.

Rev. James F. Kennedy was Principal from 1850 to 1855.

The intervals were occupied by Messrs. John Davis, Van Lear Davis, Rev. Gracy and others, but the dates of their connection cannot now be ascertained.

The Building, Archives, Library, Philosophical, Chemical and Astronomical apparatus were all destroyed by the great fire of 1864.

A new building was completed in 1868, and school opened under the present Principal in September of the same year. In 1871, an additional building was erected to meet the growing wants of the school. There are now ample accommodations for thirty-six boarding, and seventy-five day pupils. A large school-room, and three class-rooms afford every needed facility for successful study and instruction.

## Arrangements for Comfort, Health, Study, &c.

Boarding pupils occupy one set of rooms during the day, and another at night. The study rooms, designed for four pupils, are furnished with everything necessary for comfort and quiet study. They are at all times under the charge of a teacher.

The Sleeping Chambers are well ventilated, warmed by furnaces, and kept in order by servants. They are furnished with carpet, comfortable beds, chairs, washstand, toilet set, and dressing bureau. The smaller rooms are occupied by two boys; the larger, by four. All these rooms are in the building occupied by the Principal and his family.

The table is supplied with an abundance of healthful, nutritious food, carefully selected from a well-stored market, or brought fresh from the country by special arrangement.

In the general scheme for the day, eight hours are allotted to study and recitation; eight to recreation, and eight to rest. Boys are neither overworked nor suffered to waste their time in idleness. Saturday is given as a holiday, except to those who are required to make up deficiencies at that time. Legal holidays are subject to the same conditions. The last Friday afternoon of each month is also allowed, provided the conduct and studiousness of pupils has been such as to merit special favor.

Pupils whose habits of study are imperfectly formed, pursue their studies in the school-room, under the eye of a teacher. The privilege of preparing lessons in their own rooms is accorded to those whose studiousness and deportment are satisfactory; neglect of duty, or disorderly conduct forfeits this privilege.

## Principles of Administration.

The school in all its appointments is under the personal care and supervision of the Principal. The Teachers, and employees of the establishment, are all chosen with special reference to *fitness* for the position they are to fill. The following aims are kept steadily in view:

1. To take good care of boys.
2. To teach them how to study successfully.
3. To give each pupil such training as may be best adapted to his needs and capacity.
4. To assist him in forming a strong, manly character.

Whatever tends to secure these ends is welcomed and cherished; whatever is at variance with them can receive neither favor nor encouragement. Idleness, mischief and lawlessness cannot be tolerated. Boyish heedlessness may be excused, but deliberate disobedience and deliberate wickedness—never.

On questions of right and wrong there is no appeal from the decisions of the Bible. To its rules, for the regulation of "heart, speech and behavior," all our pupils are required to pay respectful deference. Any who cannot, or will not do this, had better seek an education elsewhere.

## The Course of Study

Is designed to afford young men the very best advantages for securing such intellectual culture as may fit them properly for College, for various business pursuits, for teaching, or for the study of a profession if a collegiate course is not attainable. Young men whose time is limited, or who are deficient in some studies whilst advanced in others, can select a course adapted to fit them for the end they have in view.

The "Common branches," as they are often called, are, in our judgment the *essentials* of a sound education. A good speller either is, or may become a good reader; and a good reader invariably makes better progress in his studies than a poor one. Until a boy can acquit himself with credit in the Spelling, Reading and Grammar of his own language, we shall not attempt to teach him any other; nor is there any gain to him in attempting Algebra or Geometry before proficiency in Arithmetic has fitted him for these severer studies. Many a boy's education has been marred by his attempting impossible feats.

Such studies being assigned as pupils are prepared to pursue with profit to themselves, they will find us always ready to assist, instruct and encourage them in their efforts to secure high mental culture.

As a basis for study, the following

## Text Books

are used,

| | |
|---|---|
| Spelling and Defining, | Town. |
| Etymology, | Thomas. |
| Reading, | M'Guffey. |
| Elocution, | Kidd. |
| Voice and Action, | Frobisher. |
| Geography and Atlas, | Mitchell. |
| Biblical Geography, | Coleman. |
| Ancient Geography, | Long. |
| Penmanship, | Payson, Dunton & Scribner. |
| Book-keeping, by Single and Double Entry, | Crittenden. Duff. |
| English Grammar, | Smith. Parker. |
| Parsing Exercises and Prosody, | Tennyson. |
| English Composition, | Quackenbos' 1st Lessons. Boyd |
| History of Pennsylvania, | Sypher. |
| " " United States, | Anderson. |
| " " England, France and Greece, | Goodrich. |
| " " Rome | Liddell, Arnold. |
| " Ancient and Modern, | Willson. |
| Constitution of the United States | Sheppard. |
| Theory and Practice of Teaching, | Page. Ogden. |
| School Economy, | Wickersham. |

### NATURAL SCIENCE.

| | |
|---|---|
| Physical Geography, | Mitchell. |
| Natural Philosophy, | Quackenbos. |
| Chemistry, | Youman's New. |
| Geology, | Tenney. Dana |
| Mineralogy, | Dana. |
| Natural History of Animals, | Tenney. |
| Anatomy, Physiology, Hygiene, &c., | Cutter. |

### MATHEMATICS.

| | |
|---|---|
| Arithmetic (Mental) | Brooks, (new.) |
| " (Written), | Felter. Quackenbos. |
| " (Higher) | Robinson. |
| Algebra, | Robinson. |
| Geometry, | Loomis. Playfair's Euclid. |
| Trigonometry, | Loomis. |
| Surveying, | Gummere. |
| Engineering, | Henck. Trautwine. |

☞Pupils in the two latter have Field Practice.

## LANGUAGES—ANCIENT AND MODERN.

A.—LATIN:—

| | |
|---|---|
| Grammar and Reader, | Harkness. |
| Cæsar, | Hanson. |
| Sallust, | Anthon. |
| Virgil, | Cooper. |
| Ovid, | Schmitz & Zumpt. |
| Cicero's Orations, | Hanson. Anthon. |
| Livy, | Lincoln. |
| Horace, | Anthon. |
| Tuscular Disputations, | Tyler. |
| Tacitus, Agricola and Germania, | Tyler. |
| Cicero de Officiis, | Thacher. |
| Latin Prose Composition, | Arnold. |

B.—GREEK:—

| | |
|---|---|
| Harkness' 1st Greek Book, | |
| Grammar, | Crosby. Kuhner. |
| Reader, | Anthon. |
| Anabasis, | Boise's first three books. |
| Cyropædia, | Owen. |
| Greek Testament, | Hahn. |
| Herodotus, | Johnston. |
| Memorabilia, | Anthon. |
| Homer's Iliad, | Owen. Anthon. |
| " Odyssey, | Owen. |
| Demosthenes. | Champlin. |
| Greek Prose Composition, | Arnold. |

C.—GERMAN:—

| | |
|---|---|
| German Grammar, | Peissner. |
| Testament, | |
| Wilhelm Tell, | Schiller. |
| Thirty Years' War, | " |
| Faust, | Goethe. |

D.—FRENCH:—

| | |
|---|---|
| Grammar, | Otto. |
| Charles XII, | Voltaire. |
| Piccioli, | De Saintaine. |
| Dramatic Works, | Racine. Corneille. |

## Recitations

Are conducted: (1) To ascertain what amount of preparation the pupil has devoted to the lesson—*what* he has thought about it, and *how;* (2) To secure for him by daily practice the habit of stating clearly and intelligently what he has learned; (3) To give him such suggestions, illustrations and explanations as may be necessary to an intelligent comprehension of the subject under consideration.

Important definitions, rules and principles are required to be committed to memory and accurately recited. In other respects the pupil's own language is preferred; but rambling and fragmentary statements are not accepted as a substitute for the plain language of the book. It is his to learn the lesson assigned. To put *life* into the dry words of the text-book, so that they may become a quickening power in the mind of the pupil—that is the teacher's part. And this can only be done successfully where teacher and taught second the labors of each other. In order to become learned boys must study, and it may as well be understood that study is not play, but work—oftentimes hard work. Frequently the difficulty lies not so much in the lesson itself as in the boy's aversion to patient labor. That aversion being conquered, study becomes a pleasure.

## Literary Exercises—Library—Cabinets, &c.

Pupils are not called upon for written compositions until they have had an opportunity of learning from text-books the leading principles of the art. A portion of each week is devoted to exercises in Elocution, varied by an occasional Debate. There are also frequent opportunities of hearing distinguished Lecturers.

The nucleus of a Library, and of Cabinets for Mineralogical and Geological specimens, has been formed. For valuable donations of books and minerals during the past year, our thanks are hereby gratefully tendered to Dr. S. E. Duffield, Hon. John Scott, Hon. G. W. Welsh, W. O. H. Scully, and to the Bureau of Education.

## The Government

Of the School is kind and parental, seeking only the highest good of those entrusted to our care. The rules are few and simple. A well-disposed boy finds no difficulty in obeying them. An evil-disposed boy cannot transgress them with impunity. When punishment becomes necessary it is administered solely with a view to correcting what is wrong. Severe measures are not resorted to until milder means have been found ineffectual. Should any pupil persist in wrong doing, his parents will be notified; and, if their influence combined with ours does not effect a reformation, his connection with the school must cease.

## Religious Culture.

Reading of Scripture and Prayer constitute the opening exercises of school every morning. Boarders attend family worship morning and evening. They also attend Church and recite a Bible lesson on Sabbath. Parents will please designate at the opening of the session what church they prefer their sons to attend. Unless such preference is expressed they will be expected to attend with the Principal and his family—Presbyterian. Pupils are not allowed to roam about on the Sabbath, nor to spend the day without regular attendance at some place of worship.

A portion of the Bible lesson is required to be committed and recited, after which the teacher adds such remarks as may be deemed most appropriate. How shall a young man make his life pure and happy day by day? Is his course *now* upward or downward? *Where* shall he be, and *what*, as the everlasting ages roll on? These and kindred questions possess a solemn personal interest in presence of which controversial points may well be set aside.

So important do we consider this exercise as a means of moral culture that no one under our immediate care will be excused from regular attendance.

## CALENDAR FOR 1875-6.

FALL SESSION—will open Thursday, September 2, 1875.
" " " close Wednesday, December 22, 1875.
WINTER SESSION—will open Tuesday, January 4, 1876.
" " " close Friday, March, 24, 1876.
SPRING SESSION—will open Tuesday, March 28, 1876.
" " " close Wednesday, June 21, 1876.

Reviews and Examinations, oral and written, at the end of each month and of each session. Public Examinations, or Exhibition at the end of the year.

In order to receive the fullest benefit, each pupil ought to be in his place punctually from the beginning to the end of the year.

## EXPENSES, TERMS, &C.

For Boarding and Furnished Rooms, Tuition in Latin, Greek, and in all the English, Mathematical and Scientific branches taught in the Academy, Light, Fuel, Washing, (not more than twelve pieces weekly,) Plain Drawing Lessons, Sitting in Church and Incidentals, for the Scholastic year as above, $300, payable as follows: One fourth on entering, and the balance in three equal instalments, falling due respectively, on the 11th of November, 1875; 1st of February, 1876; and 11th of April, 1876.

A deduction from the above for two boys from the same family.

Pupils entering for less than the full year, will be charged for Fall Session, $125; Winter Session, $95; and Spring Session, $90.

Tuition of Day pupils from $40 to $60 a year, payable by the session in advance. A limited number of small boys received into the Primary Department at the lowest rates.

Should the trouble in the mining regions continue, a small extra charge may become necessary to meet the increased cost of Fuel. Without such necessity it will not be made.

French, German, Music and Mechanical Drawing at Professor's prices.

☞ Pupils from a distance are required to board with the Principal, unless placed under the care of friends who will be responsible for their movements out of school hours.

## Specialties.

No pupil will be received for less than a session. No deduction for lost time except in cases of protracted sickness. Pupils entering more than two weeks after the opening of the Session, charged only from date of entrance. They will be expected, however, to make up by extra study what has been passed over by their classes. Damages to buildings or furniture will be repaired at the expense of the authors, or if these cannot be discovered an assessment will be laid upon the school. A special deposit of $5 required of boys who exhibit destructive tastes. Whatever part of this may not be needed to cover damages will be refunded.

No pupil excused from examinations without a written request from parent or guardian.

Reports of scholarship, deportment, studiousness and punctuality, sent home at the end of every session; special reports when the case demands.

## Outfit, Pocket Money, &c.

Boarders furnish their own napkin rings, towels, lamps, brushes and toilet articles—also a blanket in winter.

They should come provided with overshoes, umbrella, and a supply of substantial clothing. Articles to be washed must bear the *owner's full name*. Books and stationery can be had at the usual retail prices.

Pupils will be furnished with pocket money and clothing only when funds are supplied for that purpose. Extravagant expenditures and running into debt are considered serious offences against the laws of the school. Parents will do us a favor, and probably save their boys from trouble, by having a distinct understanding on these points.

## Day Pupils.

The parents of those who come from home will please see to it that their boys study at least two hours every day, out of school. They will also do their boys a real kindness by not excusing them from a single school exercise, except for the most urgent reasons. Lessons missed must be made up. We hope no parent will ask us to excuse a boy "after his lessons are over." Such a permit may mean two or three hours of play, which had better be spent in school. The general effect is to counteract all our efforts to teach boys how to study. Six hours a day in the school-room, with a recess every hour, does not injure a healthy boy. It may set a little hard on one disinclined to study, but it furnishes just the training he needs.

## General Remarks.

On admitting boys into school it is assumed: (1) That they are *gentlemen;* (2) That they are not hardened in sin; (3) That they *come to learn.* They will be expected to show becoming modesty in connection with a teachable spirit, and to refrain from everything that would disturb the peace or good order of the establishment. They are also expected to apply themselves earnestly to the duties assigned them.

The Principal has had under his care and instruction since 1850, nearly 3,000 boys and young men. Of these more than 200 have been fitted for, and admitted to full standing in the following Colleges and Universities: Amherst, Harvard, Yale, Williams, Union, Rutgers, Princeton, La Fayette, Delaware, Franklin and Marshall, Pennsylvania, Dickinson, Jefferson, Washington, Pa., Washington, Va., Westminster, Allegheny and University of Michigan. Fifty of these pupils are now in the Christian ministry —others are preparing—and many more are benefiting and blessing the world in their various callings.

All the experience and skill acquired during these years is freely bestowed upon his pupils. To them his time, his energies and his

labors are devoted. He has no outside interests to distract his attention. As a father he knows something of the fond hopes and trembling anxieties that cluster around the children of the household. He believes that every right minded parent in sending his son to school desires to see that son fitted for a useful manhood. Whatever means, therefore, a judicious parent might use to secure such a result, these he will feel free to use at all times. Whilst he neither professes nor promises to shield boys against all temptations—that is impossible in a sinful world—he does propose to throw around those entrusted to his care such checks and restraints, and to exercise such watchfulness, that no one can go far astray except as he himself deliberately puts himself into the way of evil. Should any pupil persist in disregarding these restraints or breaking over them, after fair warning, he must leave. The Institution is not intended for boys unable to control themselves, and not willing to be controlled by those to whom authority rightfully belongs.

It is intended to be as far as possible a well-ordered home, where boys and young men who feel an honest pride in maintaining a good character, shall have abundant opportunity to bestow loving labor upon their daily tasks, and to enjoy innocent pleasures, without being molested or interfered with by noisy, profane, indecent or quarrelsome fellows. For that reason the Principal respectfully but firmly declines to receive as members of his household any who are not willing to yield a cheerful obedience to these requirements. It is to him of far more consequence that the moral atmosphere of the school be pure and healthy, than that all the rooms be filled with students. He has tamed unruly spirits not a few, but he prefers decidedly not to make engagements in that line.

Boys and young men disposed to cultivate the virtues and graces that befit and adorn true manhood, are always welcome. They will be well cared for, kindly treated, and in every way made as happy as possible.

Parents are cordially invited to visit the school.

All communications addressed to the Principal will receive prompt attention.

# Testimonials.

*From* JAMES M'COSH, D. D., LL. D., *President of Princeton College, New Jersey:*

I have means of knowing about Dr. Shumaker and his Academy at Chambersburg. I am personally acquainted with him, and I have formed a very high opinion of his character, of his scholarship and his capacity as a teacher. I know the estimate formed of him in Chambersburg, and find that he has the thorough confidence of those who are in circumstances to form a correct judgment. I have visited his Institution, which seems to be well arranged. He has sent to our College very superior students, good scholars and well trained. I believe that a boy sent to his school will be well cared for, and will receive a high and very useful education.

---

*From* DAVID M'KINNEY, D. D., *Pittsburgh, Pa.*

I have been acquainted for some twenty years with Prof. Shumaker and his mode of teaching. I had two sons under his care at Academia, and three grandsons at Chambersburg, and the result is full confidence in his ability and fidelity. I know of no one to whom I would rather entrust a youth to be fitted for life's duties and responsibilities. He judiciously combines culture in literature, morals and religion. Good boys all love him, and bad boys are often won to goodness.

---

*From* T. F. CAUFFMAN, *Philadelphia, Pa.*

Having had two sons under the care of Dr. J. H. Shumaker, Principal of Chambersburg Academy, it affords me great pleasure to recommend the Institution to the notice of those having sons to educate, as one worthy of their entire confidence.

---

*From* HON. JOHN SCOTT, *Huntingdon, Pa.*

I am glad to notice the continued prosperity of your Academy, and, having had one of my wards under your care as a pupil, it affords me pleasure to say that I consider your instruction thorough, and your school one to which parents and guardians can safely confide their children and their wards with the assurance that their mental training and their moral welfare will both be carefully looked after.

---

*From* J. C. M'LANAHAN. ESQ., *President First National Bank, Green Castle, Pa.*

As a patron of Chambersburg Academy, I take pleasure in testifying to its high character for both moral and religious influence and thorough instruction, and can most cordially commend it to the patronage of others who have sons desiring to prepare for either college or teaching.

*From* JAMES NORTH, *Patterson, Pa.*

It gives me great pleasure to testify to the high character of your school, to the great improvement and progress made by my son whilst there, and to the kind attention he received from yourself and family all the time he was with you. Had I any more sons to educate, I certainly would place them under your care.

---

*From* J. C. ECKELS, ESQ., *New Kingston, Pa.*

Having had my son at Chambersburg Academy for more than three years, I take great pleasure in recommending the school. I regard Dr. Shumaker as peculiarly qualified for teaching, and for carefully guarding the moral training of youth.

---

*From* JOHN M. STEVENSON, ESQ., *Princeton, New Jersey.*

It gives me great pleasure to add my testimony to your eminent fitness for the preparation of young men for college. Feeling so fully satisfied with the progress my sons have made while under your care for two and a half years, I do most cheerfully recommend Chambersburg Academy to all parents.

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*From* HENRY A. ROLAND, ESQ., *New Holland, Pa.*

I take pleasure in recommending your excellent school. Whilst the best tribute I can offer in its behalf is the fact that you have prepared two of my sons for College, and have the third one with you now, I would still come short of a felt duty towards you if I omitted to say that the moral atmosphere with which you aim to surround your school has been to me a source of confidence in entrusting my sons to your supervision.

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*From* REV. J. C. THOMPSON, *Hagerstown, Md.*

I am glad to bear testimony to the worth of Dr. Shumaker as one of the leading educators of the day. There is no man in the whole circle of my acquaintance whom I deem more eminently qualified in every respect for the responsible duties of his profession. Taking into account his learning, his example and force of personal influence, as a dignified, manly, christian gentleman, I am free to say that I know of no school where I would be so entirely satisfied in sending a boy to be trained and educated.

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*From* W. C. CATTELL, D. D., *President of La Fayette College.*

During the last twenty years I have frequently visited the school of J. H. Shumaker, both at Academia and at Chambersburg. From these visits I formed a very high opinion of his qualifications as an instructor of youth, and this opinion has been strengthened by careful observation of the students whom he has prepared for this College. I have therefore recommended his school in the highest terms to many of my friends who have consulted me upon the subject, and I would only add that the handsome and commodious buildings at Chambersburg, and Dr. Shumaker's increasing enthusiasm in his chosen vocation, render his school more attractive to me than ever.

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